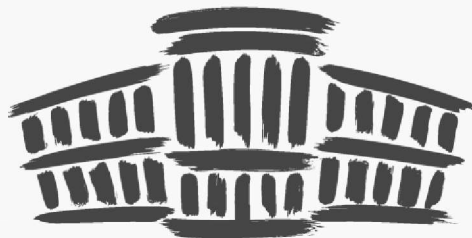


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2022



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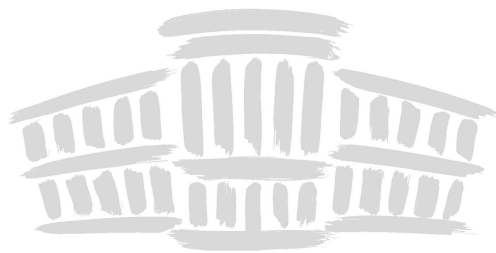
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11TH INTERNATIONAL METHODOLOGICAL CONFERENCE

CHANGING PARADIGMS
IN EDUCATION AND SCIENCE



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UNIVERSITY OF NOVI SAD HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY, SUBOTICA



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LITERACY EDUCATION BY THE APPLICATION OF MANTLE OF EXPERT (MOE) METHOD

Abstract

In my presentation, I will focus on the Mantle of Expert (MOE) method as a specific example of a special way for kindergarten literacy education, therefore an opportunity for educating preschoolers to become readers.

Literacy education is established in the family. Among the factors that determine future reading interest and achievement, the parental pattern, the number of books in the home, the socio-cultural background and the importance of pre-school activities (reading, storytelling, singing, alphabet games, etc.) is important to mention. Pre-primary literacy is essential for the development of skills and abilities that are essential for school readiness.

Besides the family, kindergartens and libraries are the most significant settings for shaping reading attitudes. Optimally, the latter two can even be combined in the form of a kindergarten library. The promotion of reading and books can still be more effective if it takes place in a playful way, with the active participation and guidance of children. An example of the previously mentioned routine is the education practice of the Central Kindergarten in Jászberény, that is called the Mantle of Expert (MOE) method. In the framework of the procedure, which is based on the methodology of drama pedagogy, the children operate the kindergarten library as experts, according to contractually defined rules and frameworks, embedded in a playful situation. In my presentation the librarian game in the guise of an expert, highlighting the aspect of literacy education will be introduced and the results of a qualitative (N=11) mini-survey among parents of children involved in the game will be reported.

Keywords: literacy education, Mantle of Expert (MoE), librarian MoE, kindergarten

"Anyone who loves libraries knows that they are special, magical places where everyone is welcome and anything is possible."
(Michelle Knudsen)

1. Introduction

In my study, I present an example of a special drama pedagogical procedure, the mantle of expert (MOE) and highlight its role in educating preschoolers to become readers. I describe the history of the "playing library" in the Central Kindergarten of Jászberény from the idea to the present day, emphasising its complex role in the development of skills and attitudes in kindergarten education. This is followed by a brief presentation of the relevant results of a structured interview study with parents of children participating in the playing library.

2. The importance of early reading and book experiences

The family is an important first stage of literary education. The early years are decisive for literacy education. Positive attitudes in childhood can lay the foundation for a lifelong interest in reading and books (Huszti, 2018). Among family background factors, the educational attainment of parents, especially the mother, is important, but the wealth and cultural background of the family is also related to later reading interest and achievement (Mihály, 2002). More important than any other factor is the

number of books in the home: children who are surrounded by books from an early age are more likely to pick up books to read. Direct role models and encouraging parental examples also play an important role (Nagy, 1994). What the parent sees as a value, the child will relate to it in the same way, so parental example can have an interest- and achievement-enhancing role, just as there is a positive correlation between a given level of reading comprehension and the regular practice of pre-school activities that support this (reading, storytelling, singing, letter games, etc.) (Mihály, 2003).

Preschool literacy education is essential for the development of speaking and language awareness, preparation for literacy, and influences the development of cognitive skills and critical vocabulary (Urbanik, 2020). The family environment is also a major shaper of language skills, knowledge and experiences of the world. Economic, social and cultural disadvantages create inequalities in learning and achievement among children as early as 3-6 years of age (Huszt, 2018). Choosing reading material in line with age-specific characteristics shapes a child's social skills, expands his/her knowledge of the world, enriches his/her self-awareness, thereby developing his/her self-image, helps him/her to experience positive or negative emotions, to release frustrations, to deal with conflicts, and thus to integrate into society (Béres, 2020).

In addition to the parents, the kindergarten teacher plays the biggest role in making children love reading and in providing them with reading experiences from the age of three. The book environment surrounding the children, the kindergarten teacher's role modeling, facilitating attitude, complex activities embedded in play can all stimulate the child's interest in books and can also serve as a kind of compensation for children from a more modest socio-cultural background. The pre-school teacher can play a bridging role between children from different social backgrounds, their parents and their experience of books and reading.

The library can also be an important setting for the acquisition of literacy skills in pre-school, as it provides an opportunity to develop social relationships and communication skills in a playful context. Public libraries can also do much to promote literacy through a variety of programmes aimed at the age group concerned, but if the library is located within the nursery, even with the active participation of the children, it creates an even more inspiring atmosphere for encouraging an interest in reading and books. All these factors are of significant importance in the development of later literacy skills, closely linked to learning achievement.

In the following, I will first write about the mantle of expert (MOE) method, and then I will present the practice of the Central Kindergarten of Jászberény, the librarian expert game, which was implemented as a result of a unique initiative in Hungary.

3. The Mantle of Expert (MOE) method

The Mantle of Expert (MOE) or the expert play is the brainchild of the drama teacher Dorothy Heathcote (Heathcote and Bolton, 1995). Heathcote developed her own method, based on the pedagogical principles of John Dewey (1976), which emphasises experiential and experiential learning in a drama pedagogical framework. It was originally used in a classroom context, mainly with primary school students, but can be adapted to any age group. The expert play is a learning process in which teachers and their students jointly run an enterprise with all its organisational, managerial and logistical implications. While running the "organisation", children solve concrete tasks, encounter problems, make decisions, i.e. they are active agents and, at the same time, conscious observers of their own learning process. The weight and attractiveness of the expert game is also due to the fact that children participate as responsible experts, which makes them more engaged and increases their self-confidence. Expert play can be understood within the framework of drama play in pre-school education and can be integrated into the complex development process (for more on the method and its potential for development in pre-school, see Bernhardt, Kunné and Magyar, 2022).

3.1. The Mantle of the Librarian Expert play in Jászberény

During the pandemic in 2020, when all other outdoor activities were restricted, the kindergarten teachers of the Central Kindergarten of the Jászberény City Kindergarten Institution, at the initiative of Anikó Kunné Darók, the head of the kindergarten, called the mantle of librarian expert play. A room in the kindergarten, surrounded by glass walls, has been converted into a library with all the necessary equipment, shelves, tables, chairs, equipment for borrowing books and, of course, books. The children and the kindergarten teachers signed a contract, roles were assigned, rules were established and the

Wonderful Library of Seven Secrets began its work. The initiative started as an expert game, i.e. it was planned to run the library for a few weeks, but there was such enthusiasm and support from both children and parents that it could not be closed after a few weeks, and the project has been going strong ever since. We have already written about the role of the play library in complex development in a previous paper (Bernhardt, Kunné and Magyar, 2022). In the context of this paper, we would like to focus on the initiative and the role of the play library in literacy education.

3.1.1. The role of librarian expert play in literacy education

Through the expert play, pre-school children are given a complex developmental experience without being noticed. They were actively involved in building a system and then making it work effectively. Not only have they gained an insight, but they have also learnt about librarianship and all that it entails. They have been active organisers and implementers from the very beginning. In an interview with Anikó Kunné Darók (Tóth, 2021), she described how the process was carried out. To get started, books were collected first from classrooms and then from home with the involvement of kindergarten children. The collected books were sorted, categorised and then labelled. The publications were grouped into six categories. A distinction was made between books for 3-4 year olds, 5-6 year olds and adults, as well as between science, people-related and sensory books. The shelves were stocked and then the lending of books could begin. Loans are recorded using digital tools and tablets. The reader who borrows a book is photographed with the book of his choice and when he returns it to the library, his photo is deleted. They also have a system in place to keep track of delays. Librarians routinely navigate the shelves, gaining a broader knowledge of differentiating between types of books. They can distinguish between serialised stories, story collections, children's poems, sensory books, science books, adult or children's reading. They can recommend reading material for readers coming to the library according to their age or interests. Inter-library cooperation has also been established between the Play Library and the Jászberény Municipal Library and a library in Budapest, resulting in an online inter-library conference where library operators shared their experiences. Knowledge transfer from older to younger generations was also achieved, as the library game continued in the following kindergarten year, when the large group of children who started the library went to school, in order to meet the needs of children and parents (in the parlance of the "client"). So, before they graduated, the large groupers "trained" the children under them to ensure that the library would continue to run smoothly in the future.

As it has been pointed out several times, the expert play was a complex skill development activity for children. They have developed a sense of task and responsibility, a stronger sense of order, and have become more cooperative and willing to compromise. They have increased their willingness to listen to stories and, for children who can read, to read. Their sense of duty and commitment deepened, and they felt a sense of dedication to their work. They had a deep respect for books. Anikó Kunné Darók summarises the main outcome of the project as follows: 'we have succeeded in turning the younger generation back to books, while at the same time using digital tools for what they are meant to do, to help them in their own work' (Tóth, 2021).

The cooperation between parents and the nursery school was also strengthened thanks to the librarian expert play. Some of the parents were also involved in the organisation of the game as donors and supporters, and the enthusiasm of their relatives kept the game going, which is why the play library is still open today. Reading education -indirectly - also works towards parents, since it is through their children that the value, respect and everyday use of books, and the discussion of books, and thus the formation of a conscious parental attitude, are brought to the fore once again. In addition, the play library also offered the possibility of borrowing adult books. A message on a social networking site was used to place an order and, depending on the number of requests, to obtain the book requested (typically on family life and child-rearing). The supportive attitude is illustrated by the following quote from the mother of one of the children participating in the play library: 'We cannot thank you enough for your love, care, attention, knowledge, openness to the world, and I could go on and on. Your little librarian has made a deep impression, raising a reading child.'

The librarian expert play shapes the reading attitudes not only of the 8-10 children who run the library, but of all the children in the institution, which has over 200 kindergarten children. The play library makes a spontaneous but complex contribution to the development of a positive attitude towards reading and to the acquisition of a love of reading, while at the same time strengthening intellectual, emotional and social skills and abilities in a number of areas.

4. Interview survey

4.1. Research context, methodology and tools

In the Central Kindergarten of Jászberény City Kindergarten, the librarian expert play has been in operation for a year and a half. The founding members of the library have since gone to school, but their successors continue to run the "company" with care. The time since the opening of the library has been an interesting experience for the children involved as librarians or readers, the kindergarten teachers who came up with the idea and the children's parents. Therefore, we thought it appropriate to conduct a qualitative study to gather the views of parents whose children were among the founding members, as well as those whose children are of the second generation of librarians. The survey was conducted in January 2022, using structured interviews (N=11). Among the parents who responded, five were parents whose children were already in school and six were parents whose children were still in kindergarten.

Twelve questions were asked during the interviews. Our introductory questions asked them how they had heard about the "playing library", what benefits and values they would describe, what role their child plays or has played in the library, and whether and how parents are involved in the organisation and operation of the library. They were then asked to give their views on the impact of the "play library" in terms of developing skills and abilities. Specific areas were mentioned (speaking skills, speech activity; vocabulary, language use; expressive skills, use of conversational formulas; role play; sense of time; creativity; attention; task awareness; memory; problem solving; conflict resolution; interest in books; cooperation; tolerance; knowledge acquisition), on which they could give their opinion on the developmental impact of the "playing library" and talk about their personal experiences. The last questions were addressed to parents whose children are already in school. We asked them if their child had benefited from the play library as a pre-school child in school life and they were able to give their views on this. At the end of the interview, we welcomed any comments or thoughts they would like to add to what was said earlier. Some of the results have been presented in a previous study (Bernhardt, Kunné and Magyar, 2022), the present study focuses on the opinions on the role of the expert librarian game in literacy education.

4.2. Results of the interview survey

4.2.1. Parents' acceptance of the library idea

The parents interviewed were unanimously positive about the creation of a playing library. They see it as a creative and innovative initiative that is much needed in our digital media-saturated world. A further benefit highlighted by one respondent (I9) was that it helps to make regular library use part of a child's routine from pre-school age.

"Great idea, good initiative to show children the importance of books in this digital world" (I3)

"We were very positive about it as it is a very innovative idea. The nursery school makes good use of its facilities, many young children come here, and it is good for them to have the concept of the library integrated into their everyday lives" (I9).

4.2.2. Benefits and values of the expert librarian game as perceived by parents

The most important benefits and values of the librarian game are seen by parents in the stimulation of interest in books and the library; the development of social skills and social relationships; the preservation and transmission of values; the use of ICT tools and habit formation. Several responses support the attitudinal impact of librarian expert play. Parents report that their children have become more interested and open to books and have a greater respect for books than before the game. Their horizons are broadening, their knowledge of books and the library is increasing, their sense of value is developing and they feel a sense of responsibility for the books entrusted to them. The role of librarian is a joyful one, they feel at home in the role and enjoy the work. The following interview extract, from one of the parents who responded, summarises and captures the views of the interviewees:

"Children are introduced to the concept of the library from pre-school age, they can come in every day to browse and look at books, and older children can even read. They get into the habit of loving and learning about books. If they only went to the municipal library occasionally, it would not shape their relationship with books to the same extent. I am particularly pleased that my son is also a librarian on a weekly basis. The 'play library' is actually a very complex role-play for the little librarians, everyone has their own tasks to do, but it is not a burden for them, because they are playing, but they are learning many important things, it is building into their

personality, which will definitely be useful for them later. For example, communicating with each other, being polite, sharing work, all of which I find extremely beneficial, not to mention learning to read! I also think it's a good thing that children can use ICT tools, because today's children can't do without them, they are born into this environment, and they have to learn everything about the world around them. The play library has a very important role to play in ensuring that they use this in a meaningful way." (I7)

4.2.3. Impact of the librarian expert play as perceived by parents

Several parents have reported an increase in their child's motivation to read as a result of the library game. One of them said that since their child joined the library, they read more often and more at home (I1), another parent reported that the librarian game had led to their child joining the municipal library (I3) and some of the children had asked their parents for a book as a gift (I11). All the parents interviewed reported an increase in interest in books since the start of the librarian game. As described earlier, five parents were among those interviewed whose children were among the founders of the library but have since started school. When asked whether they had experienced a positive impact of the library experience when they started school, the unanimous answer was yes. Most of them explained their answers in terms of increased interest in books, but there were also some who saw a link between librarianship and their child learning to read earlier (I1), some who became a member of the municipal library as a result (I4), and some who reported that their child had started to organise the library at school (I8).

"Being a librarian has had a positive effect on my son, because he is more interested in books at home. He likes to choose a book, which he then looks at for a long time. He also likes to choose a storybook and asks us to read it to him. He is lucky because we have bookshelves full at home and he often sees us reading. However, there are families with few or no books, and in their case the play library might have an even more positive effect." (I5)

5. Summary

In my study, I examined the role of a drama pedagogical procedure, the expert play in the role of the expert librarian in reading education. I presented the "play library" operating in the Central Kindergarten of Jászberény City Kindergarten, highlighting its complex skill-developing and attitude-shaping effects. The supportive opinions of the initiating drama teachers, the children participating as librarians or readers and their parents are all confirming feedback on the initiative's justification. The project, which was planned for a few weeks, is still alive today thanks to the supportive attitude of the public, allowing more than 200 kindergarten children to experience literature and books on a daily basis, and even more for the next generation of school-age children: the joy and pleasure of librarianship.

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